

This page provides information about Special Educational Needs and Disabilities (SEND) support for students attending Wellsway School.

1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

- Through liaison with Primary Schools and other points of transition. We have a dedicated transition team who liaise very closely with the partner primary schools to ensure that our information is up to date and relevant.
- We do baseline testing at various points during the school year across the curriculum in order to identify students with needs which are either in addition to or different from those in their peer group.
- If a teacher perceives that there may be a difficulty which has not been previously identified, they will gather evidence to demonstrate this which will then be passed to the Inclusion Team who will examine evidence and where necessary put additional support in place. The team will also create strategies that will be shared to all staff who teach the student so that they are able to make adaptations to meet the student's needs.
- A parent can also refer to the Inclusion team who will then instruct relevant teaching staff to gather evidence and the assessment of needs will then take place.

2. How will the school support my child?

Students in school with SEND will get support that is specific to their individual needs as set out in the SEND Code of Practice (2014). This should initially be provided by effective differentiation that is provided by the subject teachers. It may also include:

- Other staff in the school such as Keyworkers, Learning Mentors, School Counsellors;
- Professionals who will visit the school from Local Authority central services such as the School Autism Support Service (SASS) or the Sensory Service (for students with hearing or visual need); or the Speech and Language Therapist, the Occupational Therapist or an assessment by the Educational Psychologist
- Working 1:1 or small groups on a specific programme of work e.g. Social Skills groups;

Regular reviews of a student's progress are discussed at Support meetings. These will usually follow the format of a graduated response (Assess, plan, do and review). The first part of this meeting will be to look at the provision for the student and make decisions about the progress that the student is making. The second part is to make new plans and adjust the provision as necessary. Members of the Inclusion Support team, Heads of House, Learning Mentors and Tutors are available to meet with parents/carers by appointment. We

understand that students' needs do vary and we therefore aim to be as flexible as possible in ensuring bespoke provision where needs warrant. For many students, sufficient teaching will meet their additional learning needs and this is carefully monitored by the senior leadership team as part of regular self-evaluation and co-ordinated by the Director of Inclusion, who is also responsible for ensuring that interventions impact positively in terms of outcomes for the student.

If a specialist professional works with your son/daughter, there may be recommendations that are made, which may include:

- Making changes to the way your son/daughter is supported in class;
- Support to set targets which will include their specific professional expertise;
- Your son/daughter's involvement in a group run by school staff under the guidance of the outside
- Social skills groups; (usually run by a keyworker)
- Groups or individuals working with outside professionals.

3. How will the school curriculum be matched to my child's needs?

There is appropriate academic and social provision for students of all abilities including the most able students and for those whose learning may need significant support to facilitate progress. In order to maximise attainment in external examinations, we assess and liaise with examination boards to implement appropriate access arrangements. There will also be support in the options process to ensure that the Key Stage 4 Curriculum is appropriate to each students' needs.

The school leadership team along with Heads of House and the Director of Inclusion hold regular strategy meetings where they discuss students who need additional support at Key Stage 4. Parents are also involved with the school leadership team in discussing ways of ensuring that students are making excellent progress as they prepare for their public examinations

4. How will both you and I know how my child is doing?

- All students and parents have access to Bromcom, a secure on-line system which means that parents/carers are able to log onto the website <https://www.mychildatschool.com/MCAS/MCSParentLogin> using a personal user name and password to access up to date information about their child's progress in school. Through a number of screens they are able to see, at a glance, information about homework, attendance, behaviour, timetable, exam entries and results. They are also able to view on-line all the school reports and reviews for their child since the start of year seven.
- On-line facilities are also available for booking and reviewing Parent and Carers' Evening appointments and selecting KS4 or KS5 options.

- Members of the Inclusion team are available for parents to consult at the Year 7 Meet the Tutor Evening as well as other key events throughout the year.
- If your child has an Education Health Care Plan and receives extra support from a keyworker, there will be frequent communication from the keyworker.
- Student assignments/class work and homework is marked regularly and feedback is given in exercise books or folders. Student performance data is gathered, collated regularly and recorded formally and informally to assist teachers with planning and to help monitor progress. Parents and carers are informed of their child's progress via Reviews sent home during the course of the year. Progress data is shared electronically with parents. The data will also be used to identify improvements that can be made to facilitate more rapid progress and the interventions that might be implemented to support this. Further monitoring will take place to measure the impact and effectiveness of provision. The Inclusion team liaise closely with subject teachers and Curriculum Directors to ensure that appropriate support is in place where students present needs which are different from or in addition to their peers in order to ensure that they make excellent progress.
- Other measures are routinely used to gauge progress against other needs e.g. attendance and behaviour. Parents will have regular opportunities to discuss progress with teachers at scheduled consultation events or, informally by appointment, telephone or e-mail to individual teachers.

5. What support will there be for my child's overall well-being?

- The tutor is the first point of call for all parents and they will be fully aware of any issues. Tutor groups are organised vertically in houses and each group has a mix of students in Years 7 through to Year 11. Older students are encouraged to "buddy" the younger students and receive appropriate training to carry out this role.
- The Head of House and Learning Mentor will also have an overview of student progress and well-being. They support students and their families on a day to day basis and can respond to most concerns and routine enquiries.

Some students will need additional interventions and we run a range of different provisions for students who are on SEN Support or who have an EHCP. These are designed for students who meet the referral criteria and there is a waiting list for some of these interventions. These interventions are categorised into the four main areas of need as set out in the SEN Code of Practice (2014):

Cognition and Learning

Literacy Intervention

Our literacy intervention scheme aims to bridge gaps in phonological knowledge, build confidence in reading and further develop writing skills.

Numeracy Intervention

Our comprehensive maths intervention programme aims to identify gaps in numeracy skills (arithmetic) and develop those skills along with specific vocabulary and language for maths. Maths intervention is delivered 1:1 or 1:2, either once or twice per fortnight by a trained Numbers Count (maths intervention) teacher.

Communication and Interaction

Friendship Group (ASC)

Group based activities that promote self-esteem and self-confidence. Dealing with friendships and conflict knowing what to say and how to resolve any problems independently.

Autism

We use the autism owner's manual with students diagnosed with autism. This is a workbook which helps students understand about their diagnosis and what makes them special.

The purpose of the workbook is;

- to provide some basic information about ASC.
- to enable the young person to understand a little about their way of functioning- what helps, what hurts.
- to reassure the young person that the things they are struggling with can improve.
- to provide a concrete way to communicate needs to parents, teachers, and others.
- and most of all, to empower by giving the young person a chance to identify their needs and to participate in developing interventions and future plans.

Autism Social Communication Skills Group

The student has a greater understanding of themselves and the things that they find difficult. They will have built a self-profile and tool box of coping strategies to enable them to function during day to day life. They will show significant gains in social skills and engagement, improvements in social communication, assertion, responsibility and empathy.

Have learnt complex social skills such as making and maintaining friendships, and managing conflict and rejection.

Social, Emotional and Mental Health

Music Intervention

Music interventions are based on the key principles underlying the Music Therapy profession; using music as a medium through which a therapeutic relationship can be built, creating a safe space for children to recognise and express their emotions.

Social Skills and self-esteem

These groups look at our strengths emotionally and socially. We focus on building self-confidence around these strengths so that we can address any friendship anxieties. We also look at what makes a good friend; how to be one and how to recognise our own positive relationships.

Forest Learning and Outdoor Wellbeing

... is infinitely flexible, and does different work for different pupils. The general aim is to 'bring students to their senses' by establishing a strong physical connection to a pleasant outdoor space. Evidence shows that students discover new-found levels of focus, self-regulation and confidence, and bring them back to their class-based learning.

Thrive

Thrive is a systematic approach to the early identification of emotional developmental need. It is a preventative, reparative and pragmatic approach which will help the child develop resilience and resourcefulness.

G4L

Wellsway's nurture space provides students with a safe space to go for a wide variety of reasons. In G4L, the students receive targeted support from a member of staff to help them in their journey of reintegration back into lessons.

Sensory and Physical

Physical Intervention

Physical intervention is intended to provide extra support for students who are finding it difficult to integrate/cope in the mainstream school environment due to the impact that a physical or cognitive injury has had on their movement and motor skills, which in turn may have affected their life skills and social skills.

In addition to the above,

- We have access to and regularly seek advice and guidance from the following external professionals: Attendance Officer, School Nurse, School Counsellor, Behaviour Support Specialists, Educational Psychologist, Sensory Impaired Team, Speech & Language Service and the ASD Outreach Service.
- Where necessary, or by request, support can be co-ordinated via a Common Assessment Form which is then referred to the local authority.

Exclusion rates at Wellsway School are very low and only implemented as a final resort. We always endeavor to implement alternative sanctions, e.g.: detentions, time in the withdrawal room, restorative justice. We are a fully Inclusive school and recognise the need for firm boundaries but we also recognise that students with additional needs sometime require good quality support and guidance in order to flourish.

Wellsway School has a firmly embedded anti-bullying policy and students and staff recognise that learning and progress is for all, regardless of need and that the school supports everyone.

6. What training do staff supporting students with SEND undertake?

- Effective planning for the progress and support of SEND students is a focus of staff induction
- Ongoing training is delivered through both whole school INSET and curriculum team meetings.
- The Director of Inclusion carries out frequent visits to lessons and scrutinises exercise books and text books to ensure that students' additional needs are met in class and to support staff in developing strategies in order to help all students make outstanding progress.
- A member of the Inclusion Team holds the Certificate of Competence in Educational Testing with Access Arrangements.
- The Director of Inclusion and members of the Inclusion team attend a variety of ongoing training. The Director of Inclusion also attends regular cluster meetings with other local schools, including our primary schools and will occasionally sit on the BATHNES EHCP (Education and Health Care Plan) Panel where decisions are made to award extra funding for students with complex needs.
- Key Workers participate in training courses delivered by the external agencies, e.g. ASD Outreach, Speech & Language, BEST Education. Training is also delivered by Brighter Futures.

- Key Workers have responsibilities as key workers in specialist areas, e.g. Speech & Language, ASD, SEMH, Literacy and Numeracy.
- The Director of Inclusion frequently runs Teaching and Learning briefings and meetings with staff every week in order to talk through strategies to support the needs of our students.

7. How will my child be included in activities outside the classroom including schooltrips?

We actively seek to ensure that ALL students are included in all activities, including trips. All activities outside the classroom are individually risk assessed and where necessary, resourced and supported to maximise the engagement in and the impact of the activity on all the students who are taking part. Trips are regularly used to enhance subject knowledge or social skills and are seen as a valuable element of the curriculum. Where appropriate, Keyworkers also accompany students on trips in order to ensure that students' needs are met.

8. How accessible is the school environment?

The school is not fully wheelchair accessible as the site is large and access within the older buildings can be challenging. The Languages Block and Art Block are both fully accessible. There are disabled toilets in both the Languages and Art Blocks. There are also clear demarcations around the school for people with visual impairments.

Where buildings are not accessible, arrangements can be made for teaching to take place on the ground floor. We seek advice and guidance from relevant agencies (e.g. Sensory Impairment Team, Disability Team, School Autism Support Service, health services) where appropriate.

The site is clearly signposted. Visual timetables are available for students who need them. Teachers are accustomed to utilising technology to enhance the visual and auditory environment and bespoke arrangements can be implemented where appropriate. In order to facilitate good communication with parents whose first language is not English or who have hearing impairment, we are able to access interpreters through the wider community or Local Authority.

9. How will the school prepare and support my child to join the school or transfer to a new school?

On entry and other points of transition, Heads of House, the Head of Transition and The Director and Deputy Director of Inclusion liaise very closely with the feeder primary schools to ensure that our information is up to date and relevant. This is done by

ensuring that every student in Year 6 is visited. We aim to ensure that transitions are positive and will implement a bespoke package where needs warrant this by providing transition support for some students with additional needs. We liaise with appropriate agencies at other points of transition to ensure that the processes run smoothly and with good outcomes. We are guided by the views of parents/carers and aim to ensure that the transition is a positive experience for them as well as the student.

Buddies are assigned to younger students on transition at any stage and there is extra support put in place for Year 6 Transition Day as well as the first few weeks of term 1 to ensure that new Year 7 students feel welcome and included in their new school.

10. How are the school's resources allocated and matched to children's special educational needs?

On assessing students, we plan and implement appropriate provision. This may take the form of Bromcom strategies and in-class support provided either by the class teacher or by a Key Worker. This is regularly updated and carefully costed to ensure that each student is having his or her needs met.

11. How is the decision made about what type and how much support my child will receive?

A decision about how much support is allocated is dependent on the level of need and impact of interventions. Our focus is on integration and therefore staff will differentiate appropriately for a variety of needs, as directed by the Director of Inclusion. If a student has an Education and Health Care Plan, we ensure that statutory requirements are met.

We also seek and follow guidance from other professionals working with the student/family and take on board the wishes and feelings of the student and parents/carers. The student and parent /carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

12. How are parents involved in the school? How can I be involved?

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where students have SEN/D, transition can be extended, enhanced and bespoke and we aim to involve parents/carers as a source of knowledge around the needs of their child.

We welcome the support and involvement of parents in their children's learning. Parents/carers are encouraged to contact their child's tutor as first point of contact by telephone or by e-mail. Staff are very happy to be flexible in their liaison with parents/carers to ensure that the appropriate support is in place for students both at home and in school. Parents / carers are represented on the governing body.

13. Who can I contact for further information?

The first point of contact is the tutor or subject teacher. Where further clarification is needed, the Curriculum Director, Head of House, Learning Mentor, Director of Inclusion or a member of the Inclusion Team can always be available on request. We aim to be as accessible as possible.

14. What to do in the case of a concern or a complaint relating to the support provided for a student with SEN/D.

Where a parent of a child with SEN/D has concerns about the provision or support for their child, we would hope to be able to answer and resolve any issues quickly to support the progress and welfare of the student.

In the first instance, any concerns should be directed to our Director of Inclusion, Mr Chris Cooke. In the unfortunate and rare case that these concerns cannot be resolved and a parent remains dissatisfied with the outcome or support, they should follow the complaint procedure as outlined on the school website.